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ABSTRACT

A catalog of tests for limited English speaking students and an assessment of needs for new test development are presented. The most important priorities are improved communication between test developers and users, and funding to refine available tests. The most cost effective solution would be the revision, technical improvement, and translation of selected instruments. The catalog lists tests for students in grades K-6 whose first language is Chinese, French, Italian, Navajo, Portuguese, Spanish, or Tagalog. Within each language, tests are grouped as publicly available, or currently unavailable. Available tests are rated acceptable or unacceptable for technical as well as cultural adequacy, and categorized as follows: (1) language dominance; (2) non-English language proficiency; (3) English language proficiency; (4) mathematics; (5) science; (6) social and ethnic studies; (7) multi-subject achievement; (8) attitude and self concept; (9) cognitive style; and (10) general ability and scholastic aptitude. Approximately 150 tests are rated, while 132 are unavailable; about half of both lists concern Spanish tests. Crucial needs cited by the bilingual educators surveyed are summarized for each language; the need for an improved language test is mentioned frequently. The questionnaires, rating forms, a list of criteria used to evaluate the tests, and of participating reviewers are appended. (CP)

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ASSESSMENT INSTRUMENTS FOR LIMITED ENGLISH SPEAKING STUDENTS

A Needs Analysis

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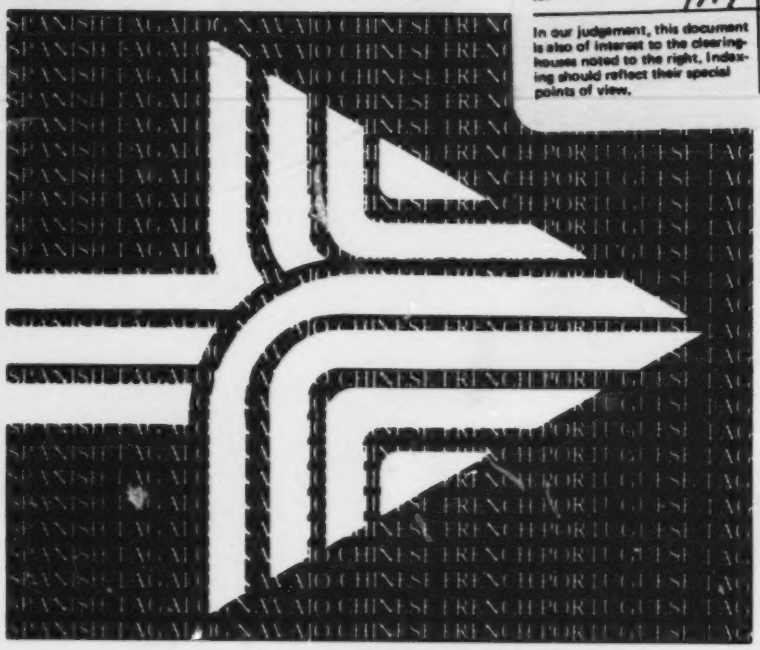

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LANGUAGE ASSESSMENT INSTRUMENTS FOR LIMITED-ENGLISH-SPEAKING STUDENTS

A Needs Analysis

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CONTENTS

		Page
Introduction		1
Section I:	Priorities for Development and Dissemination of Bilingual Assessment Instruments	3
Section II:	Annotated List of Assessment Instruments	6
Section III:	Exhibits of Survey and Review Forms Developed for Use in the Study	36
Technical Reviewers		52
Cultural and Linguistic Review Panel		53
Bibliography		55

DEVELOPING AND DISSEMINATING ASSESSMENT INSTRUMENTS FOR LIMITED-ENGLISH-SPEAKING CHILDREN
A Needs Analysis

INTRODUCTION

Concern over the adequacy of available instruments to assess the academic progress of limited-English-speaking students has been voiced in almost every major study or conference on bilingual education during the last several years. The National Advisory Council on Bilingual Education in both its 1975 and 1976 Annual Report to the President and to Congress recommended the development of adequate testing methods and instruments for limited-English-speaking children. In a report to Congress by the General Accounting Office (GAO) entitled *Bilingual Education: An Unmet Need*, one of the major recommendations called for an examination of "the appropriateness of academic testing instruments available for children with limited English-speaking ability and, if needed, take action to have better ones developed." The U.S. Commission on Civil Rights reported, in *A Better Chance to Learn: Bilingual Bicultural Education* (1975), that bilingual education and program implementation are hampered by a scarcity of adequate assessment.

The purpose of this current report is to provide information on the adequacy of instruments available for assessing the performance of limited-English-speaking students and to indicate areas of need. The report was produced under a National Institute of Education (NIE) contract to the American Institutes for Research (AIR), which called for a catalog of assessment instruments for limited-English-speaking children and a needs analysis for new instrument development based on information gathered in developing the catalog. The report represents the contractor's fulfillment of the needs analysis requirement. It is important to note that this report is very much a companion piece to the *Catalogue of Assessment Instruments for Limited English Speaking Students* (NIE Final Report, September 1977), which is soon to be published by Santillana Publishing Company.

Several conditions heavily influenced the preparation of this report and are important in understanding its content. The report provides information on the adequacy of available assessment instruments for students in grades K-6 whose first language is one of the following: Chinese, French, Italian, Navajo, Portuguese, Spanish, or Tagalog. To be considered for inclusion in this report, an instrument had to meet all of the following criteria:

- designed for use directly with students in grades K-6
- used currently in the United States

- normed (if norms were provided) with students residing in the United States
- developed, adapted, or statistically debiased for use with students whose first language is Chinese, French, Italian, Navajo, Portuguese, Spanish, or Tagalog
- designed to yield scores that can be interpreted outside the context of a specific curriculum or a commercial series
- considered by the author or source to be complete technically and with regard to instrument content
- not designed to identify developmental or physiological problems
- available to the public
- available for review on or before April 15, 1977

The information presented in this report was gathered by AIR staff during the period of October 1976 to August 1977, through the following activities:

- A self-addressed, stamped questionnaire (see app. A) and a followup letter (see app. B) was mailed to over 600 bilingual educators. Thirty direct responses to these mailings were received.
- Direct telephone contacts were made with over 100 bilingual project staff members, commercial publishers, and university-level bilingual educators.
- Written opinions regarding assessment instrument needs were obtained from 15 consultants representing the seven language groups listed above (see app. C).
- Twenty bilingual educators and publishers were interviewed at the California Association for Bilingual Educators (CABE) Conference held in San Francisco, California, in February 1977.

The report is divided into three sections. In the first section, current priorities in the development and dissemination of assessment instruments for limited-English-speaking students in grades K-6 are discussed. The second section contains, by language group, assessment instruments that were available for review, unavailable for review, and/or under development as of April 15, 1977. In addition, assessment issues identified as being crucial for each language group are noted. The third section contains exhibits that indicate the various survey and review instruments used by AIR in the conduct of the study. A list of the reviewers who participated in the study and a bibliography of the sources reviewed in preparing the report are also included.

SECTION I: PRIORITIES FOR DEVELOPMENT AND DISSEMINATION OF BILINGUAL ASSESSMENT INSTRUMENTS

Improvement of Communication Between Educators and Instrument Developers

Discussions with bilingual educators revealed a need for better dissemination of currently existing assessment instruments. For example, Antoinette Metcalf of the University of San Francisco possesses potentially useful English as a Second Language assessment instruments for Chinese speakers, but she has no funds to disseminate these instruments. The Avanti Italian Bilingual Project in Brooklyn, New York, has developed criterion-referenced mathematics tests. However, project staff members have no facilities to disseminate these instruments, nor do they wish to take on this task.

In addition, publishers have commented that the public frequently seems ambivalent toward their efforts to develop unbiased measures of achievement. In discussions with CTB/McGraw-Hill, it was learned that this publishing company has developed a special scoring service for users of the statistically debiased CAT-70. The scoring service is based on information obtained when the CAT-70 was used for Emergency School Aid Act (ESAA) evaluation studies. CTB/McGraw-Hill representatives stated, however, that educators do not use this service.

In conversations with representatives from The Psychological Corporation, it was learned that, while school districts across the Nation are asking for debiased assessment instruments, they frequently refuse to categorize students according to ethnicity, thus making it extremely difficult to field test such instruments.

Although the National Assessment and Dissemination Centers in Austin, Texas, Los Angeles, California, and Fall River, Massachusetts, maintain files of bilingual assessment instruments, these Centers appear to have been more passive than active in their role as clearinghouses for evaluation information. Many bilingual education projects that were contacted had not yet been in contact with the Dissemination Centers for information about available assessment instruments. Furthermore, test developers that were interviewed indicated that they did not routinely present their new instruments for inclusion in the Dissemination Center files.

Because educators often appear ambivalent toward publishers' attempts to develop unbiased instruments, and because many bilingual educators are unaware of potentially useful assessment instruments, *a top priority for assessment instrument development is the improvement of communication between instrument developers and instrument users.*

Refinement of Language Assessment Instruments

Of only slightly lower priority is the need for the refinement of available assessment instruments. For example, staff members at the Montana Reading Clinic have reason to believe that the Gilliland General Purpose Learning Potential Examination, with slight revision, could satisfy the need noted in Section II for a Navajo culture-bound intelligence test; Sylvia Rothfarb of the University of Miami is seeking funds to convert her Spanish-language criterion-referenced instrument into a standardized achievement instrument similar to the Spanish-language achievement instrument requested in Section II. Another assessment instrument awaiting further refinement is the Story Retelling Language Assessment Method developed by Vera John-Steiner at the University of New Mexico. This instrument has been field tested and used for research purposes, but funds are needed to develop a manual and to prepare appropriate illustrations.

It is recommended that the following criteria be applied in the selection of instruments to be further developed or refined:

Criterion I: Instrument development efforts should address the needs most frequently noted by bilingual educators. These needs are detailed in the comments included in Section II of this document. The type of assessment instrument most frequently requested in this section was an improved language assessment instrument.

Criterion II: Instrument development efforts should address the needs of districts following Lau decision regulations. Noncompliant districts faced with meeting these regulations must immediately determine the home language of their school population and the language proficiency of target students—hence the need for improved language dominance and language proficiency instruments.

Criterion III: Instrument development efforts should be concentrated on those needs that are closest to being met. Due to the enormous expense involved in developing, field testing, revising, and documenting information about assessment instruments, we feel that it will be most cost-effective to refine promising instruments that are nearly ready for use. Such instruments include the Bilingual Syntax Measure for which Tagalog and Italian editions are being developed, and the Basic Inventory of Natural Language (BINL) for which a Portuguese version is being produced.

Criterion IV: Instrument development efforts should meet the needs of smaller language groups. Since they comprise such a small segment of the commercial market, such language groups as Italian, Navajo, Portuguese, and Tagalog have very little chance of obtaining refined assessment instruments from commercial publishing companies. For example, The Psychological Corporation distributes technical information for the Spanish version of the Bilingual Syntax Measure, but there is no such information available for the Italian and Tagalog editions

of this instrument. Support from the Federal Government represents an opportunity for members of these smaller language groups to obtain quality assessment instruments.

It appears that the most cost-effective solution to frequently expressed needs, such as the need for more language assessment instruments, would be the revision, technical upgrading, and, in some cases, the translation of selected assessment instruments listed in Section II of this document.

SECTION II: ANNOTATED LIST OF ASSESSMENT INSTRUMENTS

For each of the seven language groups, instruments available for review by AIR staff members on or before April 15, 1977 are listed. Also included in this section, by language group, is information on assessment instruments that were under development or unavailable for review as of April 15, 1977. Finally, a summary of crucial assessment issues raised by bilingual educators who were contacted by AIR as part of the study is presented.

Each reviewed instrument has been assigned ratings of acceptable, unacceptable, or unavailable. The interpretations applied to these three rating categories are:

- *An acceptable rating* indicates that at least one-half the comments about this instrument were favorable, even if these comments were made with slight reservations. The terms "moderate to good," "acceptable," and "excellent" can be associated with ratings in this category.
- *An unacceptable rating* indicates that at least one-half the comments about this instrument were unfavorable. The terms "poor," "inappropriate," "low reliability and validity," "incorrectly selected sample," and "numerous errors in translation" can be associated with ratings in this category. When reviewers stressed that an instrument was appropriate only for English-dominant students, that instrument received an unacceptable cultural rating.
- *An unavailable rating* indicates that pertinent data were not available for review. In these cases, reviewers were unable to comment on certain properties of the instrument.

Instruments Reviewed for Chinese Speakers

Instruments	Technical Information			Cultural Information	
	Acceptable	Unacceptable	Unavailable	Acceptable	Unacceptable
Language Dominance Instruments					
Marysville Test of Language Dominance			X	X	
Chinese Language Proficiency Instruments	No Instruments Located				
English Language Proficiency Instruments					
Caso Test for Non-English-Speaking Students			X		X
SWCEL Test of Oral Language Proficiency	X			X	
Mathematics Achievement Instruments	No Instruments Located				
Science Achievement Instruments	No Instruments Located				
Social Studies and Ethnic Studies	No Instruments Located				
Multi-Subject-Area Achievement Instruments					
California Achievement Tests (CAT)	X				X
Comprehensive Tests of Basic Skills (CTBS)	X				X
Metropolitan Readiness Tests	X				X
Attitude and Self-Concept Instruments					
Elementary Students Attitude Test		X			X
Learning Style Assessment Instruments	No Instruments Located				
General Ability and Scholastic Aptitude Instruments	No Instruments Located				

Chinese Instruments That Were Unavailable or Under Development as of April 15, 1977

Achievement Test

Antoinette Metcalf, Multicultural Program, University of San Francisco, San Francisco, California 94117

Bartel Structure Test

Antoinette Metcalf, Multicultural Program, University of San Francisco, San Francisco, California 94117

Basic Recognition Test

Antoinette Metcalf, Multicultural Program, University of San Francisco, San Francisco, California 94117

Boehm Test of Basic Concepts—Cantonese Adaptation

Los Angeles Bilingual Education Project, 1555 Norfolk St., Los Angeles, California 90033

Chinese Bilingual Test Auditory-Concept Discrimination

Antoinette Metcalf, Multicultural Program, University of San Francisco, San Francisco, California 94117

Chinese Education Center (CEC) Screening Test

Chinese Education Center, 646 Clay St., San Francisco, California 94111

Chinese Language Proficiency Test

Los Angeles Bilingual Education Project, 1555 Norfolk St., Los Angeles, California 90033

Chinese Test of Oral Proficiency

BABEL, 2168 Shattuck Ave., Berkeley, California 94702

Comprehension-Production Test

Antoinette Metcalf, Multicultural Program, University of San Francisco, San Francisco, California 94117

Comprehensive Tests of Basic Skills (CTBS)—Math Tests in Cantonese

Los Angeles Bilingual Education Project, 1555 Norfolk St., Los Angeles, California 90033

English as a Second Language Diagnostic Test

Antoinette Metcalf, Multicultural Program, University of San Francisco, San Francisco, California 94117

Figural Intersections Test

Juan Pascual-Leone, Department of Psychology, York University, 4700 Keele St., Downsview, Ontario, Canada

MAT-SEA-CAL Oral Proficiency Tests

Center for Applied Linguistics, 1611 North Kent St., Arlington, Virginia 22209

Mary's Family Test

Antoinette Metcalf, Multicultural Program, University of San Francisco, San Francisco, California 94117

Oral Production Test

Antoinette Metcalf, Multicultural Program, University of San Francisco, San Francisco, California 94117

Oral Production Test–Sutherland

Antoinette Metcalf, Multicultural Program, University of San Francisco, San Francisco, California 94117

Picture Test

Antoinette Metcalf, Multicultural Program, University of San Francisco, San Francisco, California 94117

Preschool Racial Attitude Measure II and Color Meaning Test II (Chinese Version)

Dr. John E. Williams, Department of Psychology, Wake Forest University, Winston-Salem, North Carolina 27109

San Diego City Observation Assessment Instrument

Dr. Guillermo Lopez, 721 Capitol Mall, Sacramento, California 95814

Self-Concept and Motivation Inventory (SCAMIN)

Person-O-Metrics, 20504 Williamsburg Rd., Dearborn Heights, Michigan 48127

Short Tests of Linguistic Skills (Chinese)

Department of Research and Evaluation–Multicultural Unit, Chicago Board of Education, 2021 North Burling St., Chicago, Illinois 60614

"Social Studies and Ethnic Heritage Materials in Chinese, Japanese, and Korean"

National Asian Center for Bilingual Education, 10801 National Blvd., Los Angeles, California

Water Level Test

Juan Pascual-Leone, Department of Psychology, York University, 4700 Keele St., Downsview, Ontario, Canada

Crucial Assessment Issues

Needs

- Bilingual educators expressed the need for placement tests, "psychosocial" tests, and Chinese language proficiency tests for all grade levels.

- One bilingual project director felt a need for validity and reliability studies of standardized commercial tests that have been translated into Chinese.

Context

- The Chinese tests we located were all related to specific textbook series.
- At this time, educators in the United States are debating whether to use traditional Chinese characters or the more simplified characters used in Mainland China.
- During the 1976 fiscal year, Elementary and Secondary Education Act (ESEA) Title VII Chinese bilingual education projects served approximately 8,466 students in grades K-12.

Instruments Reviewed for French Speakers

Instruments	Technical Information			Cultural Information	
	Acceptable	Unacceptable	Unavailable	Acceptable	Unacceptable
Language Dominance Instruments	No Instruments Located				
French Language Proficiency Instruments					
Examen de la Lecture Française			X	X	
French Language Arts Test			X		X
Test d'Acquisition du Français—Arts du Langage			X	X	
Test de Lecture—Interaméricaine			X		X
English Language Proficiency Instruments					
Caso Test for Non-English-Speaking Students			X		X
English Phonemic Unit Production Test			X	X	
Mathematics Achievement Instruments					
Test d'Acquisition du Français—Mathématiques			X	X	
Science Achievement Instruments	No Instruments Located				
Social Studies and Ethnic Studies Instruments	No Instruments Located				
Multi-Subject-Area Achievement Instruments					
Berlin-North Country Objectives and Tests			X	X	
French Language Tests of Basic Concepts			X	X	
Test d'Acquisition du Français			X	X	
Walker Readiness Test For Disadvantaged Preschool Children	X			X	
Attitude and Self-Concept Instruments	No Instruments Located				
Learning Style Assessment Instruments	No Instruments Located				
General Ability and Scholastic Aptitude Instruments	No Instruments Located				

French Instruments That Were Unavailable or Under Development as of April 15, 1977

Bilingual Education Test (French)

National Bilingual Resource Center, P.O. Box 4-3410 USL, Lafayette, Louisiana 70504

English as a Second Language

Caribou Bilingual Education Project, Title VII Office, 59 Glenn St., Caribou, Maine 04736

Examen en Francais

Caribou Bilingual Education Project, Title VII Office, 59 Glenn St., Caribou, Maine 04736

Experimental Scale for Rating Pupils' Ability to Speak English

Brooklyn Bilingual Center for Preschoolers, City School District #17, 2 Linden Blvd., Brooklyn, New York 11226

Figural Intersections Test

Juan Pascual-Leone, Department of Psychology, York University, 4700 Keele St., Downsview, Ontario, Canada

French Reading Test

Louisiana State Department of Education, P.O. Box 44064, Baton Rouge, Louisiana 70804

Iberia Parish French Achievement Test in Reading

Louisiana State Department of Education, P.O. Box 44064, Baton Rouge, Louisiana 70804

Language Dominance Test (French-English-Creole)

Cambridge Bilingual Education Program, 1700 Cambridge St., Cambridge, Massachusetts 02138

Mascenic French Achievement Test in Reading

Mascenic Bilingual Program, Greenville, New Hampshire 03048

Metro "70"

Caribou Bilingual Education Project, Title VII Office, 59 Glenn St., Caribou, Maine 04736

Preschool Racial Attitude Measure II and Color Meaning Test II (French Version)

Dr. John E. Williams, Department of Psychology, Wake Forest University, Winston-Salem, North Carolina 27109

San Diego City Observation Assessment Instrument

Dr. Guillermo Lopez, 721 Capitol Mall, Sacramento, California 95814

Slosson Intelligence Test for Children and Adults (French)

Slosson Educational Publications, Inc., 140 Pine St., East Aurora, New York 14052

Teacher-Made Math/Science Test (Haitian French)

Nyack School District, South Highland Ave., Nyack, New York 10960

Test of Haitian Culture (French/English)

Nyack School District, South Highland Ave., Nyack, New York 10960

Water Level Test

Juan Pascual-Leone, Department of Psychology, York University, 4700 Keele St., Downsview, Ontario, Canada

Crucial Assessment Issues

Needs

- French consultants suggested the development of standardized, easily administered, self-concept measures. They felt that these instruments should measure children's awareness of and discriminatory attitudes toward their own culture, as well as the way children see themselves in relation to the languages and cultures they are studying.
- A needs assessment conducted by the National Bilingual Resource Center (NBRC) confirmed the need for self-concept instruments. This assessment also highlighted the need for language dominance and proficiency instruments for use with students in grades 4-9.
- Bilingual educators expressed a need for tests developed for American French speakers in content areas such as science, history, art, and music.

Context

- Conversations with bilingual project directors confirmed that the majority of the French-language projects were funded to serve passive speakers of various French dialects. Of major concern to these project directors was whether these students should study standard (Parisian) French or the local French dialect. Further complicating matters was the fact Creole is not a written language.

- During the 1976 fiscal year, ESEA Title VII French bilingual education projects served approximately 7,871 students in grades K-12.

Instruments Reviewed for Italian Speakers

Instruments	Technical information			Cultural Information	
	Acceptable	Unacceptable	Unavailable	Acceptable	Unacceptable
Language Dominance Instruments					
Bilingual Syntax Measure (BSM), Italian Edition			X	X	
Italian Language Proficiency Instruments					
Bilingual Syntax Measure (BSM), Italian Edition			X	X	
English Language Proficiency Instruments					
Bilingual Syntax Measure (BSM), Italian Edition			X	X	
Caso Test for Non-English-Speaking Students			X		X
Mathematics Achievement Instruments	No Instruments Located				
Science Achievement Instruments	No Instruments Located				
Social Studies and Ethnic Studies Instruments	No Instruments Located				
Multi-Subject-Area Instruments	No Instruments Located				
Attitude and Self-Concept Instruments					
Self-Concept Rating Scale			X	X	
Learning Style Assessment Instruments	No Instruments Located				
General Ability and Scholastic Aptitude Instruments	No Instruments Located				

Italian Instruments That Were Unavailable or Under Development as of April 15, 1977

Basic Inventory of Natural Language (BINL)

CHECpoint Systems, 1558 North Waterman Ave., Suite C, San Bernardino, California 92404

Bilingual Education Test (Italian)

Tangipahoa Parish School Board, P.O. Box 457, Amite, Louisiana 70422

Crane Oral Dominance Test (Italian Version)

Crane Publishing Company, P.O. Box 3713, Trenton, New Jersey 08629

Figural Intersections Test

Juan Pascual-Leone, Department of Psychology, York University, 4700 Keele St., Downsview, Ontario, Canada

Language Assessment Battery (LAB)—Italian Reading Test

Office of Educational Evaluation, Board of Education of the City of New York, 110 Livingston St., Brooklyn, New York 11201

Preschool Racial Attitude Measure II and Color Meaning Test II (Italian Version)

Dr. John E. Williams, Department of Psychology, Wake Forest University, Winston-Salem, North Carolina 27109

San Diego City Observation Assessment Instrument

Dr. Guillermo Lopez, 721 Capitol Mall, Sacramento, California 95814

Short Tests of Linguistics Skills (Italian)

Department of Research and Evaluation—Multilingual Unit, Chicago Board of Education, 2021 North Burling St., Chicago, Illinois 60614

Water Level Test

Juan Pascual-Leone, Department of Psychology, York University, 4700 Keele St., Downsview, Ontario, Canada

Crucial Assessment Issues

Needs

- Bilingual project staff members mentioned that they could use more Italian-language assessment instruments that parallelled the content of English-language assessment instruments.

- Bilingual project staff members noted a need for verbal and receptive language assessment instruments normed with Italian students living in the United States. They noted that the Italian version of the Bilingual Syntax Measure was expensive, lengthy to administer, and useful only with students in grades K-3.

- Bilingual project staff members noted that, while assessment instruments such as the Italian Interamerican Test of Reading are available from Italy, these are not appropriate for use in the United States.

- Projects noted a particular need for reading and math tests in Italian.

Context

- Project staff members frequently reported that they were in the early stages of curriculum development and had not yet approached the problem of program evaluation.

- During the 1976 fiscal year, ESEA Title VII Italian bilingual education projects served approximately 5,155 students in grades K-12.

Instruments Reviewed for Navajo Speakers

Instruments	Technical Information			Cultural Information	
	Acceptable	Unacceptable	Unavailable	Acceptable	Unacceptable
Language Dominance Instruments					
Navajo-English Language Dominance Interview			X	X	
Primary Language Indicator Test—Navajo-English		X		X	
Test of Language Dominance (TOLD—Navajo Version			X	X	
Navajo Language Proficiency Instruments					
Primary Language Indicator Test—Navajo-English		X		X	
Test of Language Dominance (TOLD)—Navajo Version			X	X	
English Language Proficiency Instruments					
English Phonemic Unit Production Test			X	X	
Harris Articulation Test			X	X	
Primary Language Indicator Test—Navajo-English		X		X	
SWCEL Test of Oral Language Proficiency	X			X	
Test of Proficiency in ESL (TOPESL)	X			X	
Test of Language Dominance (TOLD)—Navajo Version			X	X	
Mathematics Achievement Instruments	No Instruments Located				
Science Achievement Instruments	No Instruments Located				
Social Studies and Ethnic Studies Instruments	No Instruments Located				
Multi-subject-Area Instruments					
California Achievement Tests (CAT)	X				X
Comprehensive Tests of Basic Skills (CTBS)	X				X
Metropolitan Readiness Tests	X				X

Multi-Subject-Area Instruments						
California Achievement Tests (CAT)	X					X
Comprehensive Tests of Basic Skills (CTBS)	X					X
Metropolitan Readiness Tests	X					X
Stanford Early School Achievement Test (SESAT)—Navajo Edition			X		X	
Attitude and Self-Concept Instruments	No Instruments Located					
Learning Style Assessment Instruments	No Instruments Located					
General Ability and Scholastic Aptitude Instruments						
Arthur Point Scale of Performance			X			X

Navajo Instruments That Were Unavailable or Under Development as of April 15, 1977

Basic Inventory of Natural Language (BINL)

CHECpoint Systems, 1558 N. Waterman Ave., Suite C, San Bernardino, Califor-California 92404

CLOZE Test (Navajo)

Native American Materials Development Center, 407 Rio Grande, NW., Albuquerque, New Mexico 87104

Criterion-Referenced Tests and Minimum Grade Standards

Eastern Navajo Agency, P.O. Box 328, Crownpoint, New Mexico 87313

Criterion-Referenced Tests of Navajo Language

Rock Point Community School, Chinle, Arizona 86503

Figural Intersections Test

Juan Pascual-Leone, Department of Psychology, York University, 4700 Keele St., Downsview, Ontario, Canada

Language Dominance Test for Navajo Speakers

Southwest Board of Cooperative Services, P.O. Drawer 1420, Cortez, Colorado 81321

Navajo Basic Vocabulary Test

Gallup-McKinley Title VII Project, Gallup-McKinley County Schools, Gallup, New Mexico 87301

San Diego City Observation Assessment Instrument

Dr. Guillermo Lopez, 721 Capitol Mall, Sacramento, California 95814

Story Retelling

Vera John-Steiner, College of Education, University of New Mexico, Albuquerque, New Mexico 87131

Water Level Test

Juan Pascual-Leone, Department of Psychology, York University, 4700 Keele St., Downsview, Ontario, Canada

Crucial Assessment Issues

Needs

- Two university-based bilingual educators felt the need for an intelligence test reflecting the Navajo culture and language.
- Evaluation coordinators for Navajo projects in New Mexico commented upon the lack of written and oral, culturally relevant language dominance and Navajo-language proficiency tests.
- Bilingual project staff members noted a need for diagnostic English-language proficiency tests.
- One bilingual educator noted that the 10 schools in her project were spread over 7,200 square miles, and that project staff members therefore needed assessment instruments that could be administered with little help from specialists.

Context

- Consultants and bilingual project staff members confirmed that many Navajos are unfamiliar with written Navajo.
- During the 1976 fiscal year, ESEA Title VII Navajo bilingual education projects served approximately 4,820 students in grades K-12.

Instruments Reviewed for Portuguese

Instruments	Technical Information			Cultural Information	
	Acceptable	Unacceptable	Unavailable	Acceptable	Unacceptable
Language Dominance Instruments	No Instruments Located				
Portuguese Language Proficiency Instruments					
Adaptation of Botel Reading Inventory			X	X	
Hayward Bilingual Management System Portuguese Reading Criterion-Referenced and Mastery Tests			X	X	
Portuguese Reading Test			X	X	
Teste de Avaliação de Aproveitamento Escolar—Leitura			X	X	
English Language Proficiency Instruments					
Hayward Bilingual Management System English as a Second Language Criterion-Referenced and Mastery Tests			X	X	
New Bedford Oral Language Productive Test			X	X	
Tests of English Proficiency			X	X	
Mathematics Achievement Instruments					
Exame de Matemática			X	X	
Hayward Bilingual Management System Portuguese Math Criterion-Referenced and Mastery Tests			X	X	
Science Achievement Instruments	No Instruments Located				
Social Studies and Ethnic Studies Instruments					
Hayward Bilingual Management System Multicultural Social Studies Criterion-Referenced Tests			X	X	
Multi-Subject-Area Achievement Instruments	No Instruments Located				
Attitude and Self-Concept Instruments	No Instruments Located				
Learning Style Assessment Instruments	No Instruments Located				
General Ability and Scholastic Aptitude Instruments	No Instruments Located				

Portuguese Instruments That Were Unavailable or Under Development as of April 15, 1977

Basic Inventory of Natural Language (BINL)

CHECpoint Systems, 1558 N. Waterman Ave., Suite C, San Bernardino, California 92414

Crane Oral Dominance Test (Portuguese Version)

Crane Publishing Company, P.O. Box 3713, Trenton, New Jersey 08629

English as a Second Language Aptitude Test

Curriculum Research and Development Center, University of Rhode Island, Kingston, Rhode Island 02881

Figural Intersections Test

Juan Pascual-Leone, Department of Psychology, York University, 4700 Keele St., Downsview, Ontario, Canada

Hayward Language Dominance Indicator

Bilingual Multicultural Education Project, Hayward Unified School District, P.O. Box 5000, Hayward, California 94540

Math Readiness Test (Portuguese)

University of Rhode Island, Curriculum Research and Development Center, Kingston, Rhode Island 02881

Reading Achievement Test (Portuguese)

Central Falls Bilingual Education Program, 21 Hedley Ave., Central Falls, Rhode Island 02863

Reading Assessment for Language Learning Youngsters (RALLY)/Avaliação de Leitura para Crianças em Lições Lingüísticas

Mineola Union Free School District, 200 Emory Rd., Mineola, New York 11501

Reading Comprehension Test (Portuguese)

University of Rhode Island, Curriculum Research and Development Center, Kingston, Rhode Island 02881

San Diego City Observation Assessment Instrument

Dr. Guillermo Lopez, 721 Capitol Mall, Sacramento, California 95814

Teste de Lingua Portuguesa

Jõao Botelho, East Providence Bilingual Education Project, 255 Tanton Ave., East Providence, Rhode Island 02914

Water Level Test

Juan Pascual-Leone, Department of Psychology, York University, 4700 Keele St., Downsview, Ontario, Canada

Writing Assessment for Language-Learning Youngsters (WALLY)/Avaliacao Escrita para Crianças em Lições Lingüísticas

Mineola Union Free School District, 200 Emory Rd., Mineola, New York 11501

Crucial Assessment Issues

Needs

- One Portuguese project director noted the need for both language and reading continuums for elementary-level students.
- One project director requested more language assessment instruments for students in grades 4-12.
- One project director expressed the need for materials in career education, physical education, music, and fine arts for Portuguese-speaking children in the elementary grades.

Context

- AIR project staff members noted the majority of Portuguese assessment instruments they were able to locate were designed for students in junior high and high school.
- During the 1976 fiscal year, ESEA Title VII Portuguese bilingual education projects served approximately 4,317 students in grades K-12.

Instruments Reviewed for Spanish Speakers

Instruments	Technical Information			Cultural Information	
	Acceptable	Unacceptable	Unavailable	Acceptable	Unacceptable
Language Dominance Instruments					
Ambiguous Verbal Stimulus Test to Measure Language Dominance in Spanish-English Bilinguals	X			X	
Basic Inventory of Natural Language			X	X	
Bilingual Syntax Measure (BSM)/Medida de Sintaxsis Bilingüe		X		X	
Crane Oral Dominance Test			X	X	
Flexibility Test to Measure Language Dominance in Spanish-English Bilinguals	X			X	
Home Bilingual Usage Estimate			X	X	
James Language Dominance Test			X	X	
Language Assessment Battery (LAB)	X			X	
Language Dominance Criteria–Second Revision			X	X	
Language Dominance Survey			X	X	
Language Usage Inventory			X	X	
Marysville Test of Language Dominance			X	X	
Oral Language Inventory			X	X	
Pictorial Test of Bilingualism and Language Dominance	X			X	
San Bernardino Language Dominance Survey			X	X	
Screening Test for Auditory Comprehension of Language			X	X	
Spanish-English Dominance Assessment Test			X	X	
Spanish-English Language Performance Screening Test (S/ELPS)	X			X	
Test of Language Dominance (TOLD)–Spanish Version			X	X	

Spanish Language Proficiency Instruments						
Austin Spanish Articulation Test			X	X		
Bakersfield Amillaramientos de Destrezas and Destrezas de Lenguaje Oral	X			X		
Basic Inventory of Natural Language (BINL)			X	X		
Bilingual Syntax Measure (BSM)/Medida de Sintaxis Bilingüe		X		X		
CRS Spanish Placement Diagnostic Test			X	X		
C.S.U.F. Spanish Language Arts Test			X	X		
Compresión del Languaje Oral–Interamericana			X	X		
Del Rio Language Screening Test	X			X		
Dos Amigos Verbal Language Scales		X		X		
Examen Exploratorio de Lengua Española			X	X		
Hayward Bilingual Management System Spanish Reading Criterion-Referenced and Mastery Tests			X	X		
Informal Language Assessment			X	X		
Inventario de Habilidades para Aprender a Leer			X	X		
Language Assessment Battery (LAB)	X			X		
Language Assessment Scales (LAS)	X			X		
Pictorial Test of Bilingualism and Language Dominance	X			X		
Prueba de Aptitud para la Lectura (PAL)			X	X		
Prueba de Español Como Primer Idioma			X	X		
Prueba de Lectura C.I.D.	X			X		
Prueba de Preparación para Lectura/ Reading Readiness Test			X	X		
Pruebas de Lectura–Interamericana	X			X		
Pupil Communication Skills Inventories			X	X		
Screening Test for Auditory Comprehension of Language			X	X		
Screening Test of Spanish Grammar		X		X		
Sistema de Evaluación para Individualizar la Enseñanza de la Lectura	X			X		
SOBER-Español			X	X		
Spanish Phonemic Unit Production Test			X	X		
Spanish Reading Comprehension Test: Input and Paraphrase Tests		X		X		
Test of Grammatically Correct Spanish-English			X	X		

Test of Language Dominance (TOLD)—Spanish Version			X	X		
Test for Auditory Comprehension of Language		X		X		
English Language Proficiency Instruments						
Basic Inventory of Natural Language (BINL)			X	X		
Bilingual Syntax Measure (BSM)/Medida de Sintaxsis Bilingüe		X		X		
Calexico Oral English Test	X			X		
Caso Test for Non-English-Speaking Students			X		X	
Comprehension of Oral Language—Inter-American			X	X		
Conceptual Oral Language Test (COLT)	X				X	
Dade County Test of Language Development—Receptive			X	X		
Del Rio Language Screening Test		X		X		
Diagnostic Test for Sound Problems			X	X		
Dos Amigos Verbal Language Scales		X		X		
English as a Second Language Achievement Tests			X	X		
English Phonemic Unit Production Test		X		X		
Hayward Bilingual Management System English as a Second Language Criterion-Referenced and Mastery Tests			X	X		
Informal Language Assessment			X	X		
Language Assessment Battery (LAB)	X			X		
Language Assessment Scales (LAS)	X			X		
Linguistic Capacity Index			X	X		
Language Facility Test			X	X		
Michigan Oral Language Productive Test		X		X		
Oral Language Proficiency Scale and ESOL Placement Interview			X	X		
Pictorial Test of Bilingualism and Language Dominance	X			X		
Pupil Communication Skills Inventories			X	X		
SWCEL Test of Oral Language Proficiency	X			X		
Screening Test for Auditory Comprehension of Language	X			X		
Test of Grammatically Correct Spanish-English			X	X		
Test of Language Dominance (TOLD—Spanish Version			X	X		

Test of Oral English Production			X		X	
Test for Auditory Comprehension of Language		X			X	
Tests of Reading—Inter-American	X				X	
Mathematics Achievement Instruments						
California Achievement Tests (CAT)—Mathematics—Spanish Adaptation			X		X	
Hayward Bilingual Management System Spanish Math Criterion-Referenced and Mastery Tests	X				X	
Science Achievement Instruments						
BEARU Prueba de Comprensión de Cienca			X		X	
Social Studies and Ethnic Studies Instruments						
BMHS Test of Cultural Concepts	X				X	
Hayward Bilingual Management System Multicultural Social Studies Criterion-Referenced Tests			X		X	
Analysis of Readiness Skills		X			X	
Anton Brenner Developmental Gestalt Test of School Readiness			X			X
Boehm Test of Basic Concepts/Prueba Boehm de Conceptos Básicos	X				X	
California Achievement Tests (CAT)—Form A	X					X
Conceptual Oral Language Test (COLT)	X					X
Comprehensive Tests of Basic Skills (CTBS)—Form S	X					X
Cooperative Preschool Inventory—Spanish Edition	X				X	
Metropolitan Readiness Tests	X					X
Prueba de Lectura y Número—Interamericana			X		X	
Stanford Early School Achievement Test (SESAT)—Chicano Spanish Edition			X			X
Stanford Early School Achievement Test (SESAT)—Puerto Rican Spanish Edition			X			X
Test of Reading and Number—Inter-American			X			X
Walker Readiness Test for Disadvantaged Preschool Children	X				X	
ZIP Test	X				X	
Attitude and Self-Concept Instruments						
Cultural Attitude Inventories		X				X
Cultural Attitude Scales (Mexican-American)		X			X	

Cultural Attitude Scales (Puerto Rican)		X		X	
Elementary Students Attitude Test		X		X	
Inferred Self-Concept Scale		X			X
Ivie Attitudinal Test			X	X	
My Self Checklist/Cuestionario para Evaluarme a Mí Mismo			X	X	
Oral School Attitude Test/Prueba de Actitud Estudiantil			X	X	
Primary Self-Concept Inventory			X	X	
School Attitude Test/Prueba de Actitud Estudiantil			X		X
Self-Appraisal Inventory/Inventario Auto-estimación			X	X	
Self-Observation Scales (SOS)—Spanish-English Bilingual			X		X
Learning Style Assessment Instruments					
Field Sensitive and Field Independent Behavior Observation Instruments			X	X	
Gruen, Korte, Stephens Internal-External Scale		X			X
Junior Eysenck Personality Inventory			X	X	
General Ability and Scholastic Aptitude Instruments					
Cartoon Conservation Scales (CCS)	X			X	
Columbia Mental Maturity Scale			X	X	
Culture Fair Intelligence Tests (Spanish Version)			X	X	
General Ability and Scholastic Aptitude Inventory					
Pruebas de Habilidad General—Interamericana		X		X	
Short Test of Educational Ability (STEA)—Spanish Edition			X		X
Tests of General Ability—Inter-American		X		X	

Spanish Instruments That Were Unavailable or Under Development as of April 15, 1977

Bilingual Scale of Oral Language

Allen Te[illegible] Route 1[illegible]ox 168-S, San Marcos, Texas 78666

Bilingual Test Battery

Bilingual Education Service Center, 500 South Dwyer Ave., Arlington Heights, Illinois 60005

Circus/Circo

Addison-Wesley Publishing Company, South St., Reading, Massachusetts 01867

Cognitive Style Inventory for Bilingual Students

Director, Bilingual Education, Fordham University, School of Education at Lincoln Center, New York, New York 10023

Comparative Language Ability Survey

San Jose Unified School District, 1605 Park Ave., San Jose, California 95126

Comprehensive Tests of Basic Skills (CTBS)—Math Tests in Spanish

Los Angeles Bilingual Education Project, 1555 Norfolk St., Los Angeles, California 90033

Criterion Measurement Tests

Española Bilingual Education Program, P.O. Box 249, Española, New Mexico 87532

Criterion-Referenced Test in Oral Language

Texas Migrant Education Program, Division of Compensatory and Migrant Education, Texas Education Agency, 201 East 11th St., Austin, Texas 78701

Del Rio Pruebas en Español (CRT)

J.B. Peña, San Felipe del Rio Consolidated Independent School District, P.O. Box 1229, Del Rio, Texas 78840

Diagnostic Language Assessment

Puerto Rican Family Institute Bilingual Supportive Learning Centers, 116 West 14th St., New York, New York .0011

Diagnostic Reading Test

Puerto Rican Family Institute, Bilingual Supportive Learning Centers, 116 West 14th St., New York, New York 10011

Española Criterion Measurement Tests in Spanish Language Arts, English Language Arts, and Social Studies

Española Bilingual Program, P.O. Box 249, Española, New Mexico 87532

Examen Final de Matemáticas

Edgewood Title VII Project, Edgewood Independent School District, 5358 West Commerce St., San Antonio, Texas 78237

Experimental Scale for Rating Pupils' Ability to Speak English

Brooklyn Bilingual Center for Preschoolers, City School District #17, 2 Linden Blvd., Brooklyn, New York 11226

Figural Intersections Test

Juan Pascual-Leone, Department of Psychology, York University, 4700 Keele St., Downsview, Ontario, Canada

Formal Initial Registration Speaking Test (FIRST)

San Jose Unified School District, 1605 Park Ave., San Jose, California 95126

Gloria and David Oral Language Assessment Instrument

Language Arts Association, Inc., 1055 North Main St., Suite 406, Santa Ana, California 92701

Hayward Language Dominance Indicator

Bilingual Multicultural Education Project, Hayward Unified School District, P.O. Box 5000, Hayward, California 94540

Illinois Test of Psycholinguistic Abilities (Spanish Adaptation)

University of Illinois Press, Urbana, Illinois 61801

Language Arts Criterion-Referenced Tests—Part I

Dissemination Center for Bilingual Bicultural Education, 7703 North Lamar, Austin, Texas 78752

Language Dominance Index Form/Indice de Lenguaje Predominante

Pomona Unified School District, Title VII Bilingual-Bicultural Program, 701 North Huntington Blvd., Pomona, California 91768

Language Dominance Interview

S. Carole Marie Kelley, P.O. Box 1067, Hollister, California 91768

Language Dominance Test (Spanish-English)

Cambridge Bilingual Education Program, 1700 Cambridge St., Cambridge, Massachusetts 02138

La Prueba de Análisis Auditivo

James A. Morrison, 2228 Mossberg Ave., West Covina, California 91790

Los Angeles System Force (English-Spanish)

Los Angeles Bilingual Education Project, 1555 Norfolk St., Los Angeles, California 90033

Michigan Oral Language Assessment Test

Michigan Migrant Education Program, Michigan Department of Education, P.O. Box 420, Lansing, Michigan 48902

Oral Language Ability Scale (OLAS)

Northeast Center for Curriculum Development, I.S. 184, Complex 419, 778 Forest Ave., Bronx, New York 10456

Oral Language Evaluation (OLE)

Dr. Nicholas J. Silvaroli, Reading Clinic, Arizona State University, College of Education, Tempe, Arizona 85281

Oral Spanish Proficiency Test.

Ontario-Montclair School District, Title VII, 950 West D St., Ontario, California 91761

PAL Oral Language Dominance Measure

El Paso Public Schools, P.O. Box 20100, El Paso, Texas 79998

The Piers-Harris Children's Self-Concept Scale (Spanish Version)

Counselor Recordings and Tests, P.O. Box 6184, Acklen Station, Nashville, Tennessee 37212

Preschool Racial Attitude Measure II and Color Meaning Test II (Spanish Version)

Dr. John E. Williams, Department of Psychology, Wake Forest University, Winston-Salem, North Carolina 27109

Prueba de Español Vernáculo

Dade County Public Schools, 1410 Northeast Second Ave., Miami, Florida 33133

Pupil Evaluation Program (PEP) New York State Reading and Mathematics Test (Spanish)

New York State Education Department Testing Division, University of the State of New York, Albany, New York 12224

Reading Achievement Test (Spanish)

Central Falls Bilingual Education Program, 21 Hedley Ave., Central Falls, Rhode Island 02863

Rosebank Individual Diagnosis and Prescription System (Spanish-English)

Chula Vista City School District, P.O. Box 907, Chula Vista, California 92012

SCRDT Bilingual Attitude Measure

Center for Educational Research, Stanford University, Stanford, California 94305

SCRDT Spanish-English Balance Tests

Center for Educational Research, Stanford University, Stanford, California 94305

STS School Readiness Test (Spanish Edition)

Scholastic Testing Service, Inc., 480 Meyer Rd., Bensenville, Illinois 60106

San Diego City Observation Assessment Instrument

Dr. Guillermo Lopez, 721 Capitol Mall, Sacramento, California 95814

Scale of Nonverbal Reasoning

Allen Toronto, Route 1, Box 168-S, San Marcos, Texas 78666

School Readiness Test

Scholastic Testing Service, Inc., 480 Meyer Rd., Bensenville, Illinois 60106

Self-Concept Inventory Primary Level/Inventario de Si-Mismo, Nivel Primario

Board of Cooperative Educational Services, Nassau County, Salisbury Center, Valentines Rd. and the Plain Rd., Westbury, New York 11590

Short Tests of Linguistic Skills (Spanish)

Department of Research and Evaluation–Multicultural Unit, Chicago Board of Education, 2021 North Burling St., Chicago, Illinois 60614

Spanish Achievement Test

Bilingual Educational Project, United Independent School District, 700 Del Mar Blvd., Laredo, Texas 78040

Spanish Articulation Screening Test and Spanish Articulation Test

Puerto Rican Family Institute, Bilingual Supportive Learning Centers, 116 West 14th St., New York, New York 10011

Spanish-English Screening Instrument

Bilingual Project, 1010 East 10th St., Tucson, Arizona 95717

Spanish Language Screening Test

Puerto Rican Family Institute, Bilingual Supportive Learning Centers, 116 West 14th St., New York, New York 10011

Spanish Reading Tests

James A. Morrison, 2228 Mossberg Ave., West Covina, California 91790

Taos Objective-Based Local Tests

Taos Bilingual Bicultural Program, Taos Municipal Schools, P.O. Box 677, Taos, New Mexico 87571

Tests of Basic Experiences (TOBE)

CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940

Tests of Basic Language Competence in English and Spanish

Edward Cervenka, 617 West End Ave., Suite 9-A, New York, New York 10024

Toronto Prueba de Articulación

Allen Toronto, Route 1, Box 168-S, San Marcos, Texas 78666

Torrance Tests of Creative Thinking/Pensando Creativamente con Palabras

Personnel Press, 191 Spring St., Lexington, Massachusetts 01778

Water Level Test

Juan Pascual-Leone, Psychology Department, York University, 4700 Keele St., Downsview, Ontario, Canada

Crucial Assessment Issues

Needs

- The majority of the requests for assessment instruments in Spanish came from bilingual project staff members looking for language dominance and proficiency instruments. More specifically, they requested instruments that would be a) less expensive than those now available; b) useful for elementary- and secondary-level students; c) less time-consuming to administer than those now available; and d) appropriate for assessing a student's listening, speaking, reading, and writing skills.
- To facilitate meeting Federal reporting requirements, bilingual project directors and consultants also frequently noted the need for a language and mathematics achievement instrument in Spanish that had been normed with Spanish speakers living in the United States.
- Bilingual project directors and consultants noted the desirability of developing a pool of criterion-referenced items for use in assessing the achievement of elementary- and secondary-school-age children in the areas of mathematics, language arts, social studies, and science.
- Consultants noted a need for affective instruments that did not reinforce cultural stereotypes.
- Several bilingual educators mentioned a need for comparative proficiency assessment instruments in English and Spanish, which would provide teachers with diagnostic and prescriptive information.

- One university professor expressed interest in further developing instruments to assess cognitive style; another would like to see further research in the applicability of standardized intelligence and aptitude tests for Spanish-speaking children.

Context

- In Texas, students must take an IQ test before they are admitted to a special education program.
- There are definite dialectical differences in the Spanish spoken by students living in the United States who are of Cuban, Mexican-American, and Puerto Rican heritage.
- During the 1976 fiscal year, ESEA Title VII Spanish bilingual education projects served approximately 199,360 students in grades K-12.

Instruments Reviewed for Tagalog Speakers

Instruments	Technical Information			Cultural Information	
	Acceptable	Unacceptable	Unavailable	Acceptable	Unacceptable
Language Dominance Instruments					
Bilingual Syntax Measure (BSM)—Tagalog Edition			X	X	
Marysville Test of Language Dominance			X	X	
Test of Language Dominance (TOLD)—Tagalog Version			X	X	
Tagalog Language Proficiency Instruments					
Bilingual Syntax Measure (BSM)—Tagalog Edition			X	X	
Daly City Oral Language Survey—Tagalog			X	X	
Test of Language Dominance (TOLD)—Tagalog Version			X	X	
English Language Proficiency Instruments					
Bilingual Syntax Measure (BSM)—Tagalog Edition			X	X	
Daly City Oral Language Survey—English			X	X	
Test of Language Dominance (TOLD)—Tagalog Version			X	X	
Mathematics Achievement Instruments	No Instruments Located				
Science Achievement Instruments	No Instruments Located				
Social Studies and Ethnic Studies Instruments	No Instruments Located				
Multi-Subject-Area Achievement Instruments					
Comprehensive Tests of Basic Skills (CTBS)	X				X
Attitude and Self-Concept Instruments	No Instruments Located				
Learning Style Assessment Instruments	No Instruments Located				
General Ability and Scholastic Aptitude Instruments	No Instruments Located				

Tagalog Instruments That Were Unavailable or Under Development as of April 15, 1977

Basic Inventory of Natural Language (BINL)

CHECpoint Systems, 1558 North Waterman Ave., Suite C, San Bernardino, California 92404

Boehm Test of Basic Concepts–Filipino Adaptation

Los Angeles Bilingual Education Project, 1555 Norfolk St., Los Angeles, California 90033

Figural Intersections Test

Juan Pascual-Leone, Department of Psychology, York University, 4700 Keele St., Downsview, Ontario, Canada

MAT-SEA-CAL Oral Proficiency Tests

Center for Applied Linguistics, 1611 North Kent St., Arlington, Virginia 22209

San Diego City Observation Assessment Instrument

Dr. Guillermo Lopez, 721 Capitol Mall, Sacramento, California 95814

Short Tests of Linguistic Skills (Filipino)

Department of Research and Evaluation–Multicultural Unit, Chicago Board of Education, 2021 North Burling St., Chicago, Illinois 60614

Water Level Test

Juan Pascual-Leone, Psychology Department, York University, 4700 Keele St., Downsview, Ontario, Canada

Crucial Assessment Issues

Needs

- Representatives of a west coast technical assistance center were particularly concerned with obtaining more Tagalog screening and placement instruments.
- Bilingual educators noted the need for reading and math tests constructed for and validated with Filipino students living in the United States.

Context

- One consultant mentioned that, due to the immigration law of 1965, an average of 20,000 Filipinos migrate to the United States each year. This consultant felt that the Filipinos would soon be the Nation's largest Asian minority.
- Educators at the CABE conference in San Francisco were debating whether Ilokano, Filipino, or Tagalog should be taught to Filipinos living in the United States.
- During the 1976 fiscal year, ESEA Title VII Tagalog, Ilokano, and Filipino projects served approximately 4,417 students in grades K-12.

SECTION III: EXHIBITS OF SURVEY AND REVIEW FORMS DEVELOPED FOR USE IN THE STUDY

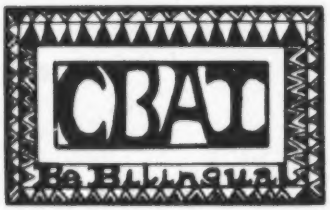
Exhibit A: Questionnaire Mailed to Bilingual Educators

CONTACT PERSON_____

ADDRESS_____

PHONE NUMBER_____

AREAS OF NEED_____



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Palo Alto, California 94302

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CATALOGUE OF BILINGUAL ASSESSMENT INSTRUMENTS

Dear Bilingual Educator:

AIR is in the process of compiling a comprehensive Catalogue of Bilingual Assessment Instruments to be used with bilingual and/or limited English speaking children whose other language may be one of the following: Chinese, French, Italian, Navajo, Pilipino, Portuguese or Spanish.

As recognized experts in the field of bilingual education, your contribution to this endeavor will be gratefully appreciated and acknowledged. We invite you to submit assessment instruments which you have developed or are in the process of developing for students in K-6th grades. These instruments may assess all facets of the student's educational program.

Please forward these materials to AIR and kindly indicate on the attached form the name of each test you are submitting, and the name of an individual whom we may contact for additional information. Any suggestions you may have concerning instructional areas which are in critical need of bilingual assessment instruments would also be welcomed.

Names of all contributors to this project will be placed on our priority mailing list for advance notification of the Catalogue's publication.

We look forward to your response!

CUT ALONG HERE

Deadline: December 31, 1976

TEST NAMES _____

_____

_____

_____

_____

_____

_____

_____

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Bilingual Assessment Instrument Cataloguers
American Institutes For Research
P.O. Box 1113
Palo Alto, California 94302

43

Please staple here.

Exhibit B: Followup Letter Mailed to Bilingual Educators

PLEASE SHARE YOUR TESTS:

American Institutes For Research is preparing a Catalogue of Bilingual Assessment Instruments intended for your use. It will be published in 1977 under the auspices of the National Institute of Education. Since both commercially and locally developed tests will be included, we are asking you to share any tests you have developed.

Instruments submitted should meet the following criteria:

LANGUAGES: Chinese, French, Italian, Navajo, Pilipino, Portuguese, Spanish

GRADE RANGE: Kindergarten - 6th grade

TEST TYPES: Language Dominance, Native Language Proficiency, English as a Second Language, Achievement, Diagnostic, Intelligence, and Affective

TECHNICAL INFORMATION: Please provide all technical information including sample size, etc.

ADMINISTRATOR'S MANUAL: Please provide instructions on test administration

DEADLINE: All materials must be received at AIR by DECEMBER 31, 1976

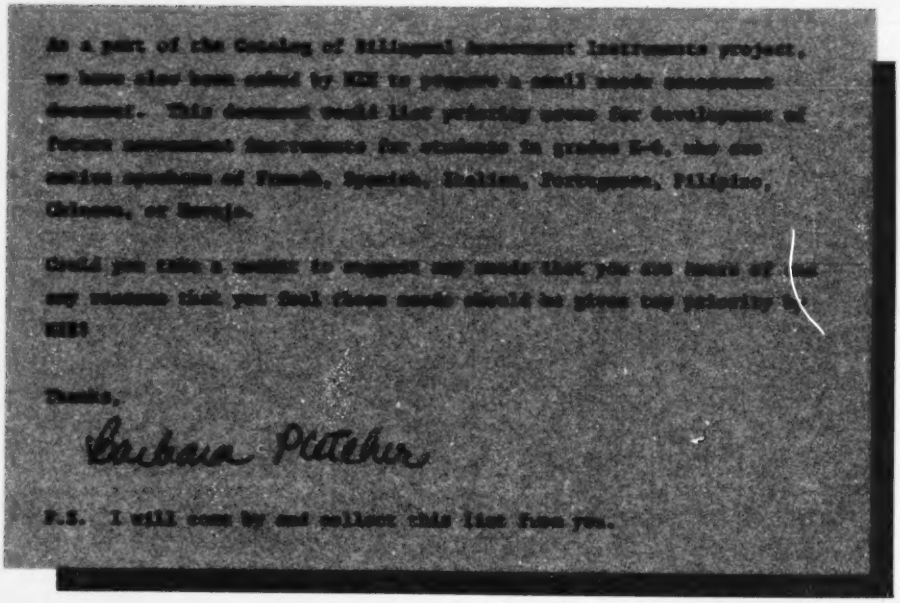
When submitting your tests we would appreciate your suggesting:

- Areas you have found to be in critical need of good bilingual assessment instruments
- Names and addresses of individuals who have developed tests meeting the above criteria

WE THANK YOU FOR YOUR COOPERATION

The Bilingual Assessment Instrument Cataloguers

Exhibit C: Questionnaire Used With Project Consultants



As a part of the Cooking of Bilingual Assessment Instruments project, we have also been asked by NCBE to prepare a small needs assessment document. This document would list priority areas for development of future assessment instruments for students in grades K-6, who are native speakers of French, Spanish, Italian, Portuguese, Filipino, Chinese, or Navajo.

Could you take a minute to suggest any needs that you are aware of or any instrument that you feel these needs should be given top priority by NCBE?

Thanks,

Barbara Pletcher

P.S. I will come by and collect this list from you.

Exhibit D: Technical Review Forms

Instrument Name_____

Instrument #_____

Level_____

Form_____

For use with indicated language groups

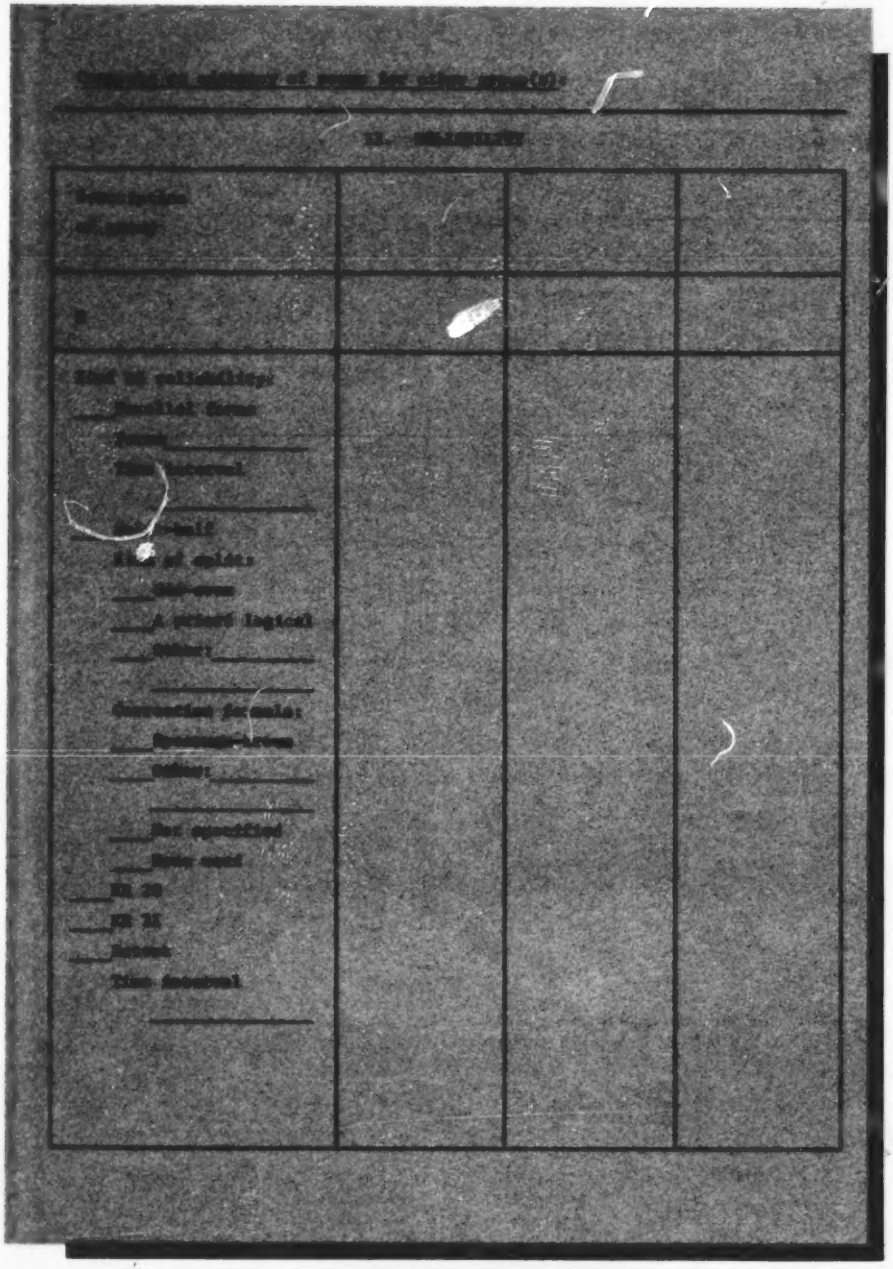
- ☐ Chinese_____
- ☐ French_____
- ☐ Italian_____
- ☐ Navajo_____
- ☐ Pilipino_____
- ☐ Portuguese_____
- ☐ Spanish_____
- ☐ All_____

Purpose of Instrument:

I. NORMS (Use extra pages as necessary)

Description of group				
N				
Kind of norms (percentile, grade equivalents, etc.)				
Date of testing (month or season, and year)				
Kind of scores (raw score, scale score, etc.)				

Comments on adequacy of norms for language group listed above:



Comments on adequacy of reliability for language group listed above:

Comments on adequacy of reliability for other group(s):

III. VALIDITY

Description of group			
N			
Kind of validity: Construct Explain: Content Evaluated by: Concurrent r = criterion:			

Kind of validity (cont.):			
Predictive r = criterion: _____ time: _____			

Comments on adequacy of validity for language group listed above:

Comments on adequacy of validity for other group(s):

IV. CRITERION-REFERENCED INSTRUMENTS

Domain-referenced _____

Objective-referenced _____

Are performance standards for the population of elements of which the test is a sample available?

Comments on adequacy of standards:

Relation between test scores and performance standards:

Are objectives delineating instrument content available?

Comments on adequacy of objectives:

V. INSTRUMENT APPROPRIATENESS

Is instrument appropriate for:

Placement _____

Diagnosis _____

Summative or formative evaluation _____

_____

Achievement evaluation _____

Other _____

_____

VI. ADDITIONAL INFORMATION NEEDED

_____
signed

Exhibit E: Technical Information for ESL Instruments Form

Reviewer:_____ Date:_____

Instrument Name:_____

For use with indicated language groups:

Chinese_____ Pilipino_____

French_____ Portuguese_____

Italian_____ Spanish_____

Navajo_____ All_____

Purpose of Instrument:_____

_____

In your opinion, does the instrument measure what it purports to measure? Please explain.

_____

_____

_____

Comments on technical excellence of test (e.g., norms, reliability, validity, construction procedures followed).

_____

_____

_____

EXHIBIT F: RATING CRITERIA

Cultural Appropriateness Rating Criteria

Directions

In this category the rater should assess the cultural appropriateness of the test directions administered to the child. Concepts reflected in the directions should be comprehensible and clear. A rating will be given based on the following system:

0 = No manual
1 = Incorrect, major mistakes in translation
2 = Incorrect, several instances where there is need for retranslation
3 = Acceptable, but still likely to have questions from child
4 = Very acceptable, no problems anticipated

Item Content

Evaluation within this category centers on the cultural appropriateness of the test items. Of critical concern is whether the conceptual and behaviorial elements expressed in each item are compatible with the cultural background of students for whom the instrument was assigned. A rating will be applied based on the following:

1 = Inappropriate, major mistakes in concepts
2 = Acceptable, but several items require elimination or revision
3 = Acceptable, almost no items require elimination or revision
4 = Very acceptable, no items require elimination or revision

Vocabulary

The cultural appropriateness of semantic content in test items is also to be assessed. Rater should check to see that the language used is neither too formal nor too informal and that regional differences in language don't discriminate unfairly between one subgroup and another of a given language. A rating will be applied based on the following:

0 = Not utilized
1 = Incorrect, consistently poor choice of words throughout items
2 = Acceptable, but several items should be revised
3 = Acceptable, alternatives might be chosen but otherwise OK
4 = Very acceptable, no changes required

Illustrations

In this category, the rater is asked to judge the cultural implications of pictorial and graphic elements of the instrument. Items should be easily identifiable by

children of the culture for whom the instrument was designed. The following scale will be used:

1 = Inappropriate, most illustrations reflect one culture
2 = Acceptable, some illustrations need to be eliminated or changed
3 = Acceptable, almost no illustrations require change
4 = Very acceptable, no illustrations require change

Format

Attention should be given to the cultural appropriateness of an instrument's visual design. This means taking into consideration the positioning of test items and the spacing allowed between test items in both the test booklet and the answer sheet. Here, care should be taken to distinguish between weak layouts that would penalize all children equally and culturally biased layouts that would penalize children of a specific culture. The following scale will be used:

1 = Inappropriate, requires major changes in layout design
2 = Acceptable, some changes are required
3 = Acceptable, a few changes are needed
4 = Very acceptable, no changes are necessary

Procedures

This category addresses the overall quality of cultural appropriateness in testing procedures, including the competitive mode of timed instruments, the time allowed for test administration and the type of response desired. The following scale will be used:

1 = Inappropriate, major flaws in procedures
2 = Acceptable, several procedures need revision
3 = Acceptable, almost no procedures require revision
4 = Very acceptable, no procedural changes are required

Grade Level Appropriateness Rating Criteria

Directions

This category considers the appropriateness of test directions for the grade level of students with whom the instrument was intended to be used. Also to be considered are the length of the utterances, and the complexity of the concepts dealt with in the instructions. The following scale will be used:

1 = Consistently inappropriate, most sections require revision
2 = Appropriate, several sections require revisions

3 = Appropriate, but still likely to have questions from child
4 = Very acceptable, no problems anticipated

Item Content

Concepts reflected in the test items should be familiar to the age group being tested. An assessment will be made according to the following scale:

1 = Inappropriate, major errors in concepts
2 = Acceptable, but several items require elimination or revision
3 = Acceptable, almost no items require elimination or revision
4 = Very acceptable, no items require elimination or revision

Vocabulary

Related to the preceding question is the degree of difficulty reflected in the vocabulary of test items. Words used should be neither too difficult nor too easy for the level of students for whom the instrument is designed. The following scale will be used:

1 = Inappropriate, consistently poor choice of words throughout items
2 = Acceptable, but several items should be revised
3 = Acceptable, alternatives might be chosen, but otherwise OK
4 = Very acceptable, no changes required

Illustrations and Typography

Illustrations should be attractive to the particular age group being tested. Printing should be large enough to be easily read by the age group for which the instrument was designed. The following scale will be used:

1 = Inappropriate, requires extensive revisions in both areas
2 = Appropriate, requires several changes
3 = Appropriate, almost no changes are necessary
4 = Very acceptable, no changes are necessary

Format

Keeping in mind that closely packed items are often regarded as unsuitable for young children, rater should assess the positioning of test items. The ease of proceeding from items in the test booklet to selected answers on the answer sheet and the mode of response (written, oral, gesture) should also be considered at this time. The following scale will be used:

1 = Inappropriate, requires major changes in design
2 = Appropriate, requires several changes
3 = Appropriate, a few changes are needed
4 = Very appropriate, no changes are needed

Procedures

In this category the overall test procedures are evaluated. The length of the test, by subsection and total, should be evaluated in relation to the identified age group. The significance of the competitive nature of the instrument in addition to the time factor should also be assessed for various age groups:

1 = Inappropriate, major flaws in procedures
2 = Acceptable, several procedures need revision
3 = Acceptable, almost no procedures require revision
4 = Very acceptable, no procedural changes are required

Rating Criteria for use of Administrator's Manual

Two factors are to be assessed: The *clarity* of instructions and the *ease* with which the directions are delivered during the testing situation. Both rely on the comprehensive quality of instructional format found in the Administrator's Manual. Both factors are important to assess from the standpoint of establishing optimal conditions for test-taking. The following criteria will be utilized for evaluation within each of these categories:

1 = Inadequate, too complicated or confusing
2 = Adequate, requires several clarifications
3 = Adequate, requires some clarification
4 = Very adequate, no problems anticipated

Exhibit G: Instrument Rating Form for Cultural Appropriateness

CULTURAL APPROPRIATENESS								GRADE LEVEL APPROPRIATENESS							USE OF ADMINISTRATOR'S MANUAL		
Target ethnic group for which appropriate	Directions	Item content	Vocabulary	Illustrations	Format	Procedures		Directions	Item content	Vocabulary	Illustrations/ Typography	Format	Procedures		Clarity	Ease of handling	

COMMENTS

TEST TITLE: _____

CONSULTANT NAME: _____

DATE INSTRUMENT EXAMINED: _____

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